DOCUMENT RESUME

ED 199 827 EA 013 258

AUTHOR Baratta, Anthony N.
TITLE Review of Salient Points of Volume II: Implications for Education of Prospective Changes in Society.
PUB DATE 12 Aug 80
NOTE 16p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (Norfolk, VA, August 10-15, 1980).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Accountability; Birth Rate; Costs; Educational Objectives; *Educational Trends; Energy; Equal Education; Financial Support; *Futures (of Society); Population Trends; School Support; Teacher Militancy; Teacher Participation; *Trend Analysis

ABSTRACT

This paper looks at the state of education and the society in 1980 and compares major changes occurring in the last 15 years with predictions made in a 1967 publication called "Designing Education for the Future No. 2: Implications for Education of Prospective Changes in Society." The author identifies on-target predictions and major changes that occurred that were not predicted. Correct predictions include increased teacher power, demand for teacher accountability, increased interest in equalizing educational opportunities, and a number of specific new emphases in educational programs such as life-long learning, utilization of improved learning theory, parent education, and increased citizen involvement in educational governance. Major changes that were unpredicted included decline in population growth, increases in energy costs, and decline in school support. The author includes some implications of all these changes for education. (Author/JM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED199827

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

REVIEW OF SALIENT POINTS OF VOLUME II:

*Implications for Education of Prospective Changes in Society**

by Anthony N. Baratta

Fordham University

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. N. Baratta

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INTRODUCTION

My focus is mainly on the analysis of several major implications for education of prospective changes in society by the 1980's. It is important to place a time frame for this analysis. Designing Education for the Future: An Eight-State Project was financed by funds provided under the Elementary and Secondary Education Act of 1965 (Public Law 89-10, Title V, Section 505) and the Sponsoring States of Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming. This project had the visionary direction of Edgar L. Morphet, an education leader of superstar stature.

The First Conference, held in Denver, Colorado, on June 29-30 and July 1, 1966, was organized in an attempt to identify some of the probable major changes in our society during the next fifteen years--to 1980. The fifteen papers became the publication Designing Education for the Future, No. 1: Prospective Changes in Society in 1980.

The main subject matter for my particular task was an effort to determine the major implications for education of prospective changes identified in the papers ultimately published in Volume I. This subject

*This paper is a reaction/review to the publication edited by Edgar L. Morphet and Charles O. Ryan, Designing Education for the Future, No. 2: Implications for Education of Prospective Changes in Society (New York: Citation Press, 1967). Paper. 323 pp. Dr. Baratta used this material as the foundation of his remarks in the first Edgar L. Morphet Symposium at the National Conference of Professors of Educational Administration, Old Dominion University, Norfolk, Virginia, August 12, 1980.

EA 013 258

matter constituted the basis for the Second Conference held in Salt Lake City, Utah, October 24-26, 1966.

STATEMENT OF GOALS

Paul A. Miller, (1967, p. 4) eloquently spoke about "The Human Constant" in matters related to education. He wrote that to bring them into responsible citizenship, five goals still remain important for each of those six and one-half million babies expected to be born in 1980: (1) to learn about self and self realization; (2) to learn about others and the art of human relations; (3) to learn about economic life, so he may be clothed and sheltered; (4) to learn about organized man and his civic responsibility because organized resources--government, if you please--make it more certain that self-preservation becomes possible; and finally (5) to learn to battle the elements with attendant successes and failures, and thus to become a philosopher to contemplate the purpose of things.

The implications for education of these goals are in the words of Aristotle, highly praiseworthy for today (August 12, 1980), for the many tomorrows, as they were for the many yesterdays.

Within the Miller statement are two elements that merit a note of mention: First, the number of babies expected to be born in 1980 are about half the number projected by population experts in 1966. And, second, there are people who become upset by the use of the pronoun he when referring to humans in general. These two phenomena have implications for education in our present 1980 social context.

In the balance of this paper, I plan to treat "in relief" several prospective changes that were identified quite accurately with attendant

implications for education and categorize these as "on-target projections." In a second part, I shall cite several changes of macro-dimensions that were not foreseen, predicted nor projected in 1966 and which are categorized as "unpredicted major changes."

ON-TARGET PROJECTED CHANGES

This section includes the major areas of (1) Increased Teacher Power, (2) Seeds of Accountability, (3) Equalizing Educational Opportunities, and (4) Educational Programming Thrusts.

1. Increased Teacher Power. Luvern Cunningham (1967, p. 191) called attention to the fact that the emergence of teachers as determined power wielders was a new element in the control of education. He accurately predicted that the current teacher militancy would spread in the years ahead.

Reality: The phenomena of collective negotiated contracts for teachers, broadly defined, and the various elements and phases such as bargaining, statements of proposals and counter-proposals, sanctions, strikes, impasse, binding arbitration, etc., have had profound impact upon education during the past fifteen years.

2. Seeds of Accountability Movement. Luvern Cunningham (1967, p. 191) prophetically indicated, "What may not be expected, but is bound to emerge, are elevated expectations for the performance of professional personnel, especially teachers, since they are the advance guard in the present power display." He continued, "As teachers gain a larger voice in policy affairs and their compensation is improved, the public inevitably will be expecting improved services. The performance 'monkey' will be squarely on the backs of teachers."

Reality: Our NCPEA Walter D. Cocking Lecture in 1971 was delivered by Wilson C. Riles, State Superintendent of Public Instruction of California, (1976, pp. 69-89) on the topic, "Innovations and Accountability: Two Important Aspects of Educational Administration." The accountability movement is pervasive in educational systems throughout the United States in this the year, 1980. Two examples come to mind: i.e., New Jersey instituted a statewide accountability system labeled, "T & E" (Thorough and Efficient) in the late 1970's, and New York State introduced a system of "registering" high schools, also in the late 1970's.

3. Equalizing Educational Opportunities. The movement toward greater fulfillment of equal educational opportunities for all persons received a momentous push at the federal level with the passage of the Elementary and Secondary Education Act of 1965. At the signing of that federal law, in the one-room school he attended in the Texas "hill country," President Lyndon B. Johnson proclaimed it as the greatest breakthrough in the advance of education since the Constitution was written.

Passow (1967, p. 77) cautiously and somewhat optimistically wrote that, "hopefully, some progress will emerge from the violence over equal opportunities in education, housing, employment, political, and civic power."

Reality: The special emphases to advance equal educational opportunities in our nation have been legion. Thousands of programs, billions of dollars, and millions of persons have been involved in this component. The U.S. Supreme Court decisions, various state court decisions, special

federal commissions, and many state statutes have had an impact on equalizing educational opportunities. During the fifteen years, from 1965-1980, this has been a fertile area for incremental advances, for frustrations, for conflicts, and for ongoing work.

Raymond Mack (1976, p. 201) spoke, in one of the most throughtful NCPEA Walter D. Cocking Lectures in 1974, about "Education as Revolution." They are interested in it [desegregation] because they do not want their kids to be poor, uneducated, working-class people. That is what education does. It gets people all fired up about things like that. This has been the type of thinking, from persons in many quarters, that has helped to guide the governmental thrusts toward equalizing educational opportunities during the last decade and a half.

Maeroff (The New York Times, January 6, 1980, Section 13, pp. 1 and 12) wrote that inner-city schools show signs of progress. Detroit students raised their average reading scores last year in every grade from the first through the seventh; Newark students increased their reading scores in six of the first eight grades and their mathematics scores in seven of the first eight; New Orleans students in every grade, from kindergraten through 12th, got higher scores in reading and mathematics; and Philadelphia students in the middle and upper grades generally reached their best levels of performance since the testing program began in 1967. Yet the article concluded with a caveat, "whether the gains become a trend remains to be seen."

In conclusion, this area of prospective change that was viewed almost two decades ago or more, will continue to be of crucial priority during the 1980's and very likely during the balance of the 20th Century.

4. Educational Programming Thrusts. The essence of education, namely the substance, the subject matter, the processes, the experiences, the curriculum or broadly speaking the "educational programming thrusts" are the basic structures of this vast human/social enterprise termed schooling. Volume II is replete with valuable contributions relative to the implications for education by the brilliant and fertile minds of the authors. Some of the highlights are presented:

Urbanization: Social inventiveness will be taxed to keep pace with the expanding urbanization to assure adequate living conditions, services and programs of education. (Paul A. Miller, p. 20)

Re-education/Life-long Learning: Technological change is producing a third new task, the re-education of those whose jobs have been eliminated by automation or have been greatly changed by the development of new techniques, materials, or devices. (Ralph Tyler, p. 30)

Bring Down to the Single School: The change thesis to be tested is that our high-sounding aims and proposals for education must be brought down to the single school, permeating its daily goals and all the means for their attainment. Unless this occurs, there is not likely to be much productive communication or interchange between the world and the schools of 1980 and beyond. (John Goodlad, p. 60)

Learning Theory: As our knowledge of teaching behavior accumulates, the day will come when no child will fail to learn in keeping with his capacity if his socioeconomic status (existence) is at an adequate level. (B. Othanel Smith, p. 75)

Parent Education: Early childhood programs of the future will have to provide far more parent education and involvement than schools presently make available and it will differ in nature. (Harry Passow, p.95)

Adult and Continuing Education: Those who are concerned--and everyone should be--need to grapple with the cost question and, in doing so, should come up with enough support that adult and continuing education flourish. That is in the interest of all of us. (Fred Harrington, p. 140

Post-Secondary Education: Thus, only if one recognized the significant opportunity or responsibility of the university in the field of social, political and ethical development can the role of the university be understood. If the university does not lead in these areas, what institution will? (Theodore Reller and John C. Corbally, Jr., p. 143)

Changes in Control of Education: There is little doubt that changes in the environment of the schools will be reflected in the leadership and control of American education. The citizen of the future will have more to say about schools, and so will teachers and students. Demands for participation will lead to alterations in the structures through which schools have been governed and administered. The traditional leader roles of school board members and administrators will be modified, but they will survive. The challenges are substantial, but so is the nation's capacity to respond. (Luvern Cunningham, p. 195)

With the listing of several of these statements of contributions from the various authors, this section is concluded. It is obvious that a olume of contributions from persons assembled to deal with an important task will have many other dimensions that cannot be covered in a brief paper such as this. The intent however, was to review those implications that have had, in the judgment of this reviewer, potent and pervasive impact upon American education during the past fifteen years.

UNPREDICTED MAJOR CHANGES

For the purpose of this paper three unpredicted major changes will be treated: (1) Population Decline, (2) Energy Cost Increases, and (3) Perplexities. The implications for education of these major changes were not anticipated by persons who had projected major changes in our society by 1980. The Middle East Oil Crises, in the term of futurists, could be considered a systems-break. This means that highly significant changes came about which have had important impact on our nation--as well as other nations of the world.

1. Population Decline. Hauser and Taitel in Volume I wrote in 1966 (p. 25) that in the most recent projections by the Bureau of the Census the total population of the United States for 1980 is shown as 241 million. The Bureau of the Census, however, did have projections for population for 1980 that ranged from a low of 225 million to a high of 249 million.

Hauser and Taitel did state however, in looking forward to 1980, the important factor of fertility as they made projections of population growth. Yet it is not possible to assess the effects of the changing circumstances at this time. Experience is lacking with regard to reproductive behavior in an era of easy and effective birth-control, relative affluence and nuclear power. And, at that time, they were unaware of the impact of emerging social legislation dealing with abortion.

Vincent Barabba (1979, p. 190), Director of the U.S. Bureau of Census, wrote that on January 1, 1979, the population of the U.S. was estimated to be 219.5 million. During the year 1978 the nation's population increased by 1.7 million, the result of 3.3 million births, 1.9 million deaths and 343,000 added by net immigration. The U.S. Department of Commerce Library in New York City on June 2, 1980, indicated that

the most recent population estimate was 221.9 million on February 1, 1980. It is apparent that, as our nation reached the 1980's, the population decline was dramatic; i.e., at least 3.5 million less than the low projection and approximately 20 million less than the anticipated growth of 245 million. It should be obvious that the elementary school enrollments have been influenced to the greatest extent. So, during the 1970's the action of "Riffing" (Reduction in Force) became one of the most difficult tasks of boards of education and superintendents in many districts in our nation. Yet, to complicate the enrollment picture, many school districts in the Sun Belt experienced population increases. The implications for colleges and universities were also serious, since the need for new teachers during the late 1970's was severely curtailed. Therefore, college and university teacher education programs were reduced or modified to cope with the major changes of population decline.

2. Energy Cost Increases. In DEF No. 2: Prospective Changes by the 1980's the implications for education due to the major change in energy cost were not conceived nor projected back in 1966. Since the oil embargo and the sharp increase in crude oil by the OPEC nations in 1973, there have been a series of chain-reactions and profound economic repercussions in our nation. The impact upon the schools directly have basically revolved around the fact that the increased costs for energy have come at the expense of expenditures for other human and material resources.

On the plus side of the economic ledger, as it relates to the schools, there are positive implications for education in terms of curriculum. The energy crises will require that conservation of natural resources which are used in the production of energy must become a crucial priority

in the educational programs of the nation and particularly the schools. Furthermore, the challenge of discovering alternative forms of energy within the next decade will surely become a priority effort on the part of research laboratories in universities, technical institutes, and industries. The same can be said about new changes and inventions for the development of more efficient and economical modes of transportations in various forms.

There are also potentially serious consequences among the family of nations with the possibility of war--as conflict becomes a possibility--over the oil resources in a particular region of the world.

3. Perplexities. Public education is big business in the United States. During the fifteen years between 1965-1980 the expenditures for education have continued to increase. The total expenditure of public schools was $86.2 billion in 1978-1979. In the ten year period from 1968-1969 to 1978-1979 the expenditures went from $35.5 billion to $86.2 billion, an increase of 142.8 percent. Regardless of the rhetoric to the contrary, taxpayers continue to support the public schools with their money. How long will this continue at this level?

In mid-1980, what are the implications for education with respect to the serious economic changes that are occurring? Rattner, in the lead front page article in The New York Times (May 31, 1980, p.1) wrote "The Government index--which is intended to predict trends in the economy--posted the sharpest drop in its 32-year history today, providing further evidence of a steep recession." He continued that the Commerce Department reported a 4.8 percent decline in the index of leading indicators in April. That dwarfed the previous record fall of 3 percent, registered in September, 1974, when the economy was in the midst

of the most serious recession since the depression.

What are the perplexities concerning the ongoing support of the public for our public schools, in the light of increasing unemployment, high taxes, serious inflation, and steep recession? To make the situation more perplexing, the public is confused, often downright hostile and negative, over increased school expenditures in the face of (1) enrollment declines, (2) school closings, (3) poor educational outcomes or student achievement as illustrated by declining SAT scores and the much publicized poor achievement scores in reading and mathematics by millions of students, (4) high abseenteeism in urban secondary schools, (5) extraordinary vandalism to school property, and (6) all too frequent exorbitant costs of state/federal mandated specialized programs.

The manifestations of the increasing negativism on the part of the public to attempt to curtail school expenditures have been through the increased number of defeats of school budgets and bond-issue referenda during the 1970's. The most dramatic crystallization of the public's demand to reduce school expenditures was with the passage of Proposition 13 in California in 1978 in a state-wide referendum which placed particular emphasis on property tax reform. The Proposition 13 syndrome has increased in many other states in the nation since that time.

What are the implications for public education in the 1980's which are related to the economic and social perplexities of the recent past? Educational leaders must deal with the fact that the image of public schools has declined. For example, in the 1978 Gallup Poll of the Public's Attitudes Toward the Public Schools (1979, p. 38) there was a decrease in A and B ratings from 48 percent in 1974 to 36 percent in 1978 and there was an increase in C and D ratings from 27 percent in 1974 to 41 percent

in 1978. How serious or important is this information? The answer, while patently simplistic, is that people generally question the purchase of goods and services which they perceive as marginal or unsatisfactory.

There are many possible implications for public education in the 1980's which are related to the economic and social perplexities. Referring to the same Gallup Poll, the public has been quite clear and consistent during the last several years regarding what they think the public schools should be doing that they are not doing now. The suggestions in the order they have been offered are: (1) More strict discipline. (2) Better teachers. (3) Back to basics. (4) More parental involvement. (5) Higher scholastic standards. (6) More education about health hazards. (7) More emphases on careers.

Miner (1967, p. 300) reiterated an important principle that impacts squarely on the challenges of the perplexities enumerated in this section. He said, "Determination of the proper level of finance for education depends on the valuation placed by society on specific educational programs." It is clear that the average citizen does support public education, but demands more return for the buck. This may be part of the future agenda for educational leaders during the 1980's.

CONCLUSION

The authors who made contributions in Volume II with great thought, care, and wisdom, attempted to draw implications for education to the 1980's in the light of the prospective changes conceptualized fifteen years ago. The role or function of the "prophet" is risky and tenuous at best. This role was certainly eschewed by these authorities. Nevertheless, this single publication offered a substantial contribution to persons who choose to read, study, cogitate and hopefully act--to improve the affairs of education.

REFERENCES

Barabba, Vincent. "United States Population, Changing Population Patterns," The World Almanac and Book of Facts, 1980. New York: Newspaper Enterprise Association, Inc., 1980.

Cunningham, Luvern L. "Leadership and Control of Education," Edgar L. Morphet and Charles O. Ryan (eds.) Designing Education for the Future, No. 2: Implications for Education of Prospective Changes in Society. New York: Citation Press, 1967, 176-195.

Gallup, George C. "The Tenth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools." Standard Educational Almanac, 1979-80. Twelfth Edition. Chicago, Illinois: Marquis Academic Media, 1969, 37-51.

Goodlad, John I. "The Educational Program to 1980 And Beyond," in Morphet and Ryan, No. 2, 47-60.

Harrington, Fred Harvey. "Adult and Continuing Education," in Morphet and Ryan, No. 2, 129-140.

Hauser, Philip M. and Martin Taitel. "Population Trends--Prologue for Educational Programs," in Morphet and Ryan, No. 1, 23-56.

Mack, Raymond. "Education as Revolution," in J. Donald Herring and Rudolf E. Klimes, (eds.), Walter D. Cocking Lectures. Berrien Springs, MI: Center for Studies and Services in Education, Andrews University, 1976.

Maeroff, Gene I. "Inner-City Schools Show Signs of Progress," The New York Times, Sunday, January 6, 1980, Section 13, 1 and 12.

Miller, Paul A. "Major Implications for Education of Prospective Changes in Society," in Morphet and Ryan, No. 2, 1-23.

Miner, Jerry. "Financial Support of Education," Morphet and Ryan, No. 2, 298-323.

Morphet, Edgar L. and Charles O. Ryan, eds. Designing Education for the Future,

No. 1: Prospective Changes in Society by 1980. 268 p. Paper.
No. 2: Implications for Education of Prospective Changes in Society. 323 p. Paper.
No. 3: Planning and Effecting Needed Changes in Education. 317 p. Paper.

N.Y.: Citation Press, 1967.

Passow, A. Harry. "Early Childhood and Compensatory Education," Morphet and Ryan, No. 2, 77-97.

Reller, Theodore L. and John E. Corbally, Jr. "Colleges and Universities and Their Relationships," Morphet and Ryan, No. 2, 141-155.

Rattner, Steven. "Economic Indicators Fall 4.8% Signaling A Sharp Recession," The New York Times, May 31, 1980, 1.

Riles, Wilson C. "Innovation and Accountability: Two Important Aspects of Educational Administration," in Herring and Klimes, (See Mack above for complete citation). 69-86.

Smith, B. Othanel. "Conditions of Learning," Morphet and Ryan, No. 2, 61-76.

Tyler, Ralph W. "Purposes, Scope and Organization of Education," Morphet and Ryan, No. 2, 34-46.

THE MORPHET SYMPOSIUM:

DESIGNING EDUCATION FOR THE FUTURE

(Implications for the 80's of Prospective Changes in Society)

Proceedings of the First Edgar L. Morphet Symposium

at the

National Conference of Professors of Educational Administration
Old Dominion University, Norfolk, Virginia

C. Robert Blackmon, Editor

Contributors

Dwight W. Allen
Anthony N. Baratta
C. Robert Blackmon
Kenneth W. Brooks
Stephen W. Brown
Robert Larson
Paul A. Miller
Edgar L. Morphet

August 12, 1980

Prepared for and funded by the Edgar L. Morphet Fund Committee

and published by the

Bureau of Educational Research
College of Education
Louisiana State University
Baton Rouge, Louisiana 70803

C. Robert Blackmon, Director
Peter A. Soderbergh, Dean, College of Education

ACKNOWLEDGMENTS

The Edgar L. Morphet Fund Committee and NCPEA are grateful to Edgar for his generous contributions to the Fund that made this booklet possible. They are grateful also for the professionalism that prompted the presenters to participate in the Symposium and to the contributors of materials in this booklet. The Committee and NCPEA are grateful to Citation Press for permission to reproduce portions of the *Designing Education for the Future* volumes.

DESIGNING EDUCATION FOR THE FUTURE
An Eight-State Project

Designing Education for the Future: An Eight-State Project (DEF), launched in 1965 under the chairmanship of Colorado Commissioner of Education Byron W. Hansford, involved the chief state school officers (CSO) from Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming as its Policy Board. Each CSO appointed a distinguished state coordinator for the Project.

DESIGNING EDUCATION FOR THE FUTURE:
An Eight-State Project

Policy Board and Project Staff

Sponsoring States	*Chief State School Officers (Policy Board)*	*State Coordinators*
ARIZONA	Sarah Folsom	Robert L. Pickering
COLORADO	Byron W. Hansford, *Chairman*	Russell B. Vlaanderen
IDAHO	D. F. Engelking	Robert S. Gibb
MONTANA	Harriet Miller	Earl B. Peterson
NEVADA	Byron F. Stetler	Lamar LeFevre
NEW MEXICO	Leonard J. De Layo	Thomas B. Bailey, Jr.
UTAH	Terrell H. Bell	Bernarr S. Furse
WYOMING	Cecil M. Shaw	Paul G. Graves

Edgar L. Morphet, *Project Director*
Charles O. Ryan, *Associate Director*

Financed by funds provided under the
Elementary and Secondary Education Act of 1965
(Public Law 89-10, Title V, Sec. 505)
and
the Sponsoring States